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ABSTRACT

These materials from a forum to discuss education-work issues include summaries of three working groups and excerpts from four presentations. General conclusions reached during the 2-day forum appear first. They address the need for (1) joint remedial efforts between business and higher education, (2) shared education and business responsibility for human capital development, (3) strengthening of cooperative education, (4) sharing of state-of-the-art technology, (5) identification and elimination of barriers to educator/employer interaction, and (6) improved labor market information. The summaries of the three working groups present general recommendations for improving the working relationship between the business and education communities. Excerpts from the opening remarks call education and its problems one of the economic problems of America and state that education is not changing to meet business needs and does not produce work-ready people. The focus of the second presentation is the need for investment in human capital development. Guidelines for strategic planning are given, and the notion of "revitalization centers" is offered. The third presentation considers the role of higher education in human capital development and suggests changes to provide quality continuing professional education. In the final presentation the role of the human resource development manager is addressed. (YLB)

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EDUCATION WORK RELATIONS FOR THE 80's

An Invitational Forum For Senior Professionals

December 13-15, 1981

Sponsored by

The American Society for Training and Development

and

The American Council on Education

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GENERAL CONCLUSIONS

1. There is a need for joint remedial efforts between business and higher education to: (a) assist the elementary and secondary educational systems in improving the quality of their products and (b) provide remedial assistance in the work place and in higher education to those individuals who come out of public education programs without adequate preparation for the world of work.

2. The development of America's human capital is now a fundamental and necessary component of any national effort to renew our economy and remain competitive in domestic and international markets. Meeting this challenge must be a shared responsibility of the education and business community

3. There is a need to strengthen cooperative education and to exchange faculty and managers between business and educational institutions.

4. More sharing of state-of-the-art technology between industry and educational institutions is needed.

5. There is a need to identify and eliminate those barriers that impede timely interactions between educators and employers.

6. Improved labor market information is needed for educational planning. There is also a need for effective mechanisms matching employee skill needs with educational programs and jobs at the local level.

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WORKING GROUP

S U M M A R Y

During the two day conference, the participants divided into three working groups to discuss education-work issues and to develop general recommendations for improving the working relationship between the business and education communities.

The following are the reports given by each of those groups to the whole along with their recommendations for subsequent actions.

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S U M M A R Y

GROUP - 1

As the discussion developed, the group attempted to come up with statements pertaining to a few useful resolutions.

The first reads: Post-secondary educational institutions are a national resource which should be utilized to improve the quality of the American work force. Therefore, ACE and ASTD should, through a series of regional seminars, jointly develop and disseminate models of cooperative work force training and development projects.

The second reads: ACE and ASTD should encourage a national strategy to provide incentives to industry to utilize the resources of higher education to develop human capital and thereby improve the quality of the work force.

Third: Enhanced use of the concept of cooperative education - joint or alternating periods of work and formal study at and beyond the entry level of jobs - should include exchanges of students and faculty on one hand with employees and management on the other. Moreover, equipment, facilities and training personnel must be shared when resource shortages hinder human capital development.

Finally: The industrial and the educational sectors must address the issue of their own quality of output if the goal of an improved quality of work force is to be achieved.

Educational institutions must provide the fundamental and applied tools of basic skills - written, oral computational and analytical - to enable individuals to prepare for immediate employment and to adapt to changing economic and technological requirements of production. Industry must further develop the use of these basic skills as part of a continuing commitment to upgrading the existing work force.

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S U M M A R Y

GROUP -II

The decision was made to identify the work force needs of the 80's. From these needs six statements were derived and the contents of the statements are identified here.

1. Basic Skills

Industry and academic representatives agree that too many high school and college graduates are ill-equipped in the basic skills of reading, writing, and arithmetic. Therefore ACE and ASTD - with the assistance as appropriate from other resources - will, through joint effort, take prompt action aimed at correcting this deficiency by demonstrating the urgency of this problem as defined by industry representatives to local and state school authorities.

2. Lifelong Learning

The future is going to be characterized by change and by complexity. All individuals need to learn to accept and to cope with changing job requirements, different employment opportunities and evolving external circumstances. Employees, particularly those in middle level managerial and professional positions, will need to deal with the growing diversity of pertinent subject matter, sensitivity to a variety of internal and external conditions and the growth of worker participation. Because of this accelerating change and complexity, generic pre-employment curricula, as well as on-going development, should incorporate adequate breadth. The concept and practice of lifelong learning should be recognized and supported by business, industry and higher education. Appropriate opportunities should be provided and promoted by all sectors so that workers may improve job skills, overcome obsolescence and acquire new competencies.

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Finally, a joint ACE/ASTD Task Force should be formed to address itself to these issues and to make specific recommendations on how they should be reflected, both in the preparation of individuals for employment and in their continuing development.

3. Computer Literacy

ACE/ASTD should establish a joint task force to formulate the minimum in computer literacy that high school and college graduates should possess to be prepared for the ever-increasing requirements of our technological society.

4. Supply and Demand of Human Resources

Since 70% of the jobs that will be available in the next ten years will be in the service industry, such as financial services, retailing, health care, hotels and restaurants. Colleges should ensure that business school curricula reflect those changes. The issue is so large it needs to be taken up in a different forum, perhaps the Second Annual Invitational Seminar on Education/Work Relations for the 80s.

5. Work Ethic

ASTD should establish a study group to explore means to articulate and disseminate information on instilling a sense of responsibility and involvement among students and employees. This should include emphasis on work relations and the choices available to employees.

6. The Future Structure of Jobs

Changing demography of the labor market in the future may make it necessary to provide employment opportunities for the aging population, dual-career families, parents of young children and those desiring only part-time employment. This will require a modification of the structure of jobs, particularly in labor intensive service industries in order to utilize fully, to motivate and to retain an available work force in time of labor shortages.

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S U M M A R Y

GROUP III

I. The initial step taken was to identify those pivotal conditions which would effect work-education relations. After a distilling process, four issues were found to be of central importance.

1. The demographics of change - quantity, quality, age and location of the work force in the 1980s and beyond.

2. The recognition on the part of educational institutions that their faculties need to be prepared for working with an adult population; and the recognition on the part of industry and business that they must upgrade and retrain their workforce.

3. The establishment of a systematic, coherent forum for on-going discussions between business and education.

4. The identification of ways and means (and incentives) to create joint ventures between business and education.

II. As part of the discussion, a number of barriers to effective business/education cooperation were identified.

1. Poor consulting arrangements exist between industry and educational institutions - business by-passes the institution and goes directly to individuals.

2. Credentialism is an impediment to flexibility and timeliness. It mitigates against the exchange of faculty and people from industry. Too often credentialists look at the input (credentials of faculty and curricula) more than the output(graduates with the knowledge necessary to complete a task).

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3. Faculty often are not adequately rewarded for outside work that would better prepare them for their teaching duties. Models such as those for medical group practice outside the institution are needed.

4. Many times facilities and equipment are in the wrong place or are not utilized to their full capacity.

5. Colleges need to improve their capacity to respond to rapidly increasing change.

6. Business focuses on the short term bottom line, sacrificing the long term. At the same time, academia focuses on the long term and sacrifices short term profit.

7. Business is not adept at communicating its needs to the education community. In part, this is reflective of business' perception that education is uninterested or that education fears that business is attempting to dictate the direction of the education institution.

III. Recommendations

1. Create regional councils consisting of CEO's and academic leaders who would identify local work force needs, available funding, mutual opportunities for cooperation and mutual problems.

2. Expand the exchange of faculty and business executives.

3. Make a realistic assessment of what higher education can do for business. Many times expectations have exceeded reality.

4. Institute a third party to perform a matchmaking function in local communities to assess the needs of business and the potentials of educational institutions.

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5. Recognize that business and higher education communities have a responsibility to assist secondary education in improving basic skills. Several decades will be required to correct the existing problem. In the interim, business and higher education must participate in remedial education to meet current needs.

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EXCERPTS FROM:

EDUCATION-WORK RELATIONS FOR THE 1980's

An Invitational Forum

OPENING REMARKS

Robert C. Holland
President

Committee for Economic Development

Sponsored by

The American Society for Training and Development

and

The American Council on Education

Xerox Training Center
Leesburg, Virginia

December, 1981

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...Two or three years ago, business leaders were already regarding education and its problems as one of the twenty economic problems of this country for the 80's. When you add the social dimensions of the educational problem to purely economic ones, it begins to move even higher up in that ranking. I sense it is continuing to rise in its ranking among the top twenty as the months go on. There is an intense concern about the seriously inadequate performance of our educational establishment--seriously inadequate relative to our needs, and seriously inadequate relative to the expectations for it.

...It was one of the most unanimously expressed feelings I noted in my whole survey- the feeling that secondary education was simply missing the connection, by and large, with needs of the business community that were very strong and deep seated.

...They perceived needs for much more skill training and retraining at the adult level to help people adapt to what they thought were going to be much more rapidly changing technical demands of jobs over the next decade or two. They had little hope of this kind of training being provided by the formal acadamic institutions as presently designed.

...Poor quality control is seen as one of the major reasons why this education process is not producing what it should. There is even a relatively poor understanding of what I shall call the chemistry of the education process - that is, the chemistry of the production of knowledge, of the generation and transfer of knowledge inside an educational establishment

...We feel that one reason education is falling short on that front is because a number of so-called unique aspects of education are invoked to shelter a lot more of education than needs to be sheltered from change, from challenge, from rethinking, from institutional, technological and structural adaptation to adjust as the world around them is adjusting. Frankly, that is one reason one finds so much business-conducted education developing.

...Indeed, it seems to me one striking lesson that emerges from the other - how much formal academic education has to learn from some of the efforts (both successes and failures) in business-sponsored, business conducted training and development.

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...I found some very thoughtful academic critics who were saying,...if your workers, your managers, and your salesmen are going to have to live in a world where technology changes and markets change, then it is important to expose them to an educational process that flags alternatives and helps them analyze the pros and cons of some of the alternatives. By this approach the trainees themselves are given a bit more background from which they can recognize when some process needs to be changed or to recognize an improvement they might suggest.

...While the market system has its shortfalls in putting people where jobs are, or in providing jobs where people are, the educational system deserves a sizable part of the blame because it is not producing work-ready people. CEOs who spoke to me about this failure cited as one key reason the lack of enough interaction between academic education and business, including specifically the training and development side of business. They felt that such interaction was not nearly as extensive or as productive as it could be. They wanted to push it.

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ROBERT C. HOLLAND

HONORABLE ROBERT C. HOLLAND presently holds the position of President of the Committee for Economic Development (CED), a nonprofit research and educational organization of business and academic leaders devoted to the study of public policy problems.

Before joining the CED, Dr. Holland had a long career in the Federal Reserve System. He served as a Member of the Board of Governors of the Federal Reserve System from 1973 to 1976. From 1961 to 1973, he held various research and administrative staff positions at the Board of Governors of the Federal Reserve System, culminating in service as its Executive Director (1971-1973).

Dr. Holland is a Member of the Board of Pensions of the Lutheran Church in America. He is also a Member of the Council of Foreign Relations, the United Nations Association's Economic Policy Council, the Board of Directors of the National Bureau of Economic Research, and of both the Wharton School Board of Overseers and its Finance Department Advisory Committee.

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EXCERPTS FROM

COOPERATION FOR WHAT?

Anthony P. Carnevale

prepared for

The Invitational Forum on Education and Work Relations for the 1980's

Sponsored by

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...Both the educator and the enterprise representative each seem to feel that the other is intending a raid on traditional institutional prerogatives. As a result much valuable time and emotional energy is wasted in defensive reaction. In truth, educators and industry have been cooperating vigorously and successfully since the United States became the world's educational and industrial bellweather in the late 1940's.. the hard question that goes begging in most of these meetings and in my view is the source of our mutual frustration is COOPERATION FOR WHAT?

...The new bases for cooperation are the stuff of deliberate trends that comfort us with their deadening regularity: declining productivity, declining real wages, declining competitive advantage in world markets; accelerating rates of interest, inflation, the "necessary" rate of unemployment at full employment and the aging work force.

...As the pace of technological change accelerated our ability to <u>adapt</u> our human skills to the new technologies and to integrate new production techniques with available labor will be critical. Adaption will be all the more difficult as product life and skill become shorter and shorter. Ultimately, it is the <u>rate</u> at which we apply new technologies and integrate them with a ready labor force that will determine our success.

...In simplest terms a human capital strategy means more and better education and training. By "education" I mean learning from the inside out: internalizing a fundamental understanding of the principles that guide a subject area. By training, I mean learning from the outside in: gaining a practical, job specific capacity for performing tasks.

...Unlike other industrialized nations, the United States has paid little attention to the role of human capital in the nation's economic adaptability, productivity and competitive advantage. Government policies, especially federal education, employment and training policies, evolved as arbiters of social equity and not for the promotion of human capital development or economic efficiency. At the same time, the $40 billion private training effort has been largely ignored by economic analysts and excluded from public debate over appropriate education and training strategies.

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...The evidence that we have ignored and continue to ignore the economic importance of human capital is compelling. One striking bit of evidence is the dramatic rise in corporate expense for educational remediation and training. While remediation continues to represent an insignificant portion of private training, its spreading claim on private resources is alarming. Recently, the Conference Board reported that 37 per cent of the firms it studies now provide remedial training in reading, writing and arithmetic.

...Between 1963 and 1975, the U.S. share of the world's skilled workers has fallen from 29 per cent to 26 per cent. Internationally, we have dropped from second to seventh in the "skill endowments" of our workers. The result of these ominous trends is that the skill content of American imports increases while American exports steadily lost their competitive advantage.

...Nothing threatens growth more than the proliferation of defensive "protectionist" measures to protect workers from structural changes. In order to avoid protectionism, we need a long term commitment to continous skill upgrading education and training for all workers.

...Assuming our under-investment in human capital persists a significant share of our work force will be employed but in low wage, low productivity jobs. The only way we will be able to beat the wage problem is with productivity increases that justify sufficient wages to maintain workers and non-workers. A broadly based machine and human capital investment strategy would seem a logical response to the productivity problem.

GUIDELINES FOR STRATEGIC PLANNING

...We should learn to educate and train much more flexibly in both educational and private institutions. In educational institutions we need more training and in private firms we need to concern ourselves with the education and training needs beyond simple task requirements.

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...Demography pretty well gurantees that education and training will have to be more job-related; with the "baby bust" and receding incentives for early retirement the labor force will age. The training client will come more and more as an adult with prior work history, ready for job-specific training or retraining with a minimum of remediation. As a result, job-specific training, currently the province of a $40 billion private training enterprise, will likely become an increasing proportion of total education, training and retraining.

...No nationwide policy can account for the geographic and industrial diversity in the American economy. A sub-national focus for education and training policy is best served by delivery systems that allow for education and training and decision making at the initiative of private individuals and firms. We need to recognize that the national economy is a statistical creation.

REVITALIZATION CENTERS

...I would offer the notion of industry-based "Revitalization Centers". Such centers would rely on private initiative and public tax expenditure. In my judgement no new tax expenditures or any other laws need to be enacted to create these Centers. The Centers would be funded through the recently expanded Research and Development tax write-offs. The Centers could be created at the plant, firm or industry level and would be governed as private authorities saw fit.

...All the mechanisms addressed so far would increase the numbers of people seeking training without necessarily expanding the quantity or quality of the nation's plant, equipment and personnel for supplying training. Among the options for creating training infrastructure are:

- Tax credits to help cover business costs for training equipment, teaching facilities, instructors and teaching technology.

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- Encouraging cooperative use of public and private education and training resources through changes in the current gift tax or other provisions supporting the transfer and full use of instructors space and equipment among public and private institutions.

- Allowing individual firms or consortia to use tax write-offs for training research and development that are now available for other private sector R and D purposes.

- Providing training infrastructure loans, as in the case where a group of small firms seeks to create a consortium training entity to handle training needs that cannot be met on an individual firm basis.

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ANTHONY P. CARNEVALE

Tony Carnevale is a consulting economist who has been involved in developing public policy in the areas of education and human resource development for the past ten years. At present, he is a consultant to the American Society for Training and Development.

Prior to joining ASTD, Dr. Carnevale served as Director of Government Relations for the American Federation of State, County and Municpial Employees of the AFL-CIO. From 1975 to 1978, he was a senior Budget, Appropriations and Authorization Analyst for the Senate Committee on the Budget. His primary responsibility was budget preparation, policy formation and enforcement in employment, education training and social service.

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EXCERTS FROM

THE EDUCATOR'S OUTLOOK ON WORKFORCE DEVELOPMENT IN THE 1980'S

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Prepared For

The Conference on Education and Work Relations for the 1980's

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and

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...The role of higher education is, obviously, not an exclusive one: there must be many other components to a concerted and coherent approach to human capital development because the traditional educational institutions constitute only a portion of the vast and disaggregated web of providers of information, training and education in our"information society." Yet the existing system of higher education institutions cannot be ignored. It constitutes too large an investment...This investment must be put to use; it cannot be left to atrophy while vast sums are spent on new delivery systems.

...This extensive system does not ignore its own obligation to contribute significantly to the development and implementation of a human capital strategy. This obligation includes the recognition that higher education must adapt to changing needs and circumstances in very fundamental ways.

...The large, and on the whole eminently successful, system of community colleges, the substantial increase in the heterogeneity of the student body in almost all institutions, the growth of in-service education and of many forms of outreach- these and many other factors constitute much change in the system of higher education. Yet in many other respects the adaptation of the past three decades has been one of size more than one of kind. Many of our colleges and universities are today larger but not different versions of earlier models. Further and quite fundamental adaptations will be needed if higher education is indeed to fulfill its obligation as well as its opportunity to play an important role in a human capital strategy.

...The time rate of change of technology as well as social conditions has increased. The lag between fundamental research and application has shrunk. There is no need to belabor the obvious in this group. Each of you, I am sure, knows full well what has been happening. And the inescapable consequence of this is that our colleges and universities must develop a much closer relationship and interaction with the world outside, must develop new linkages, new relationships and new approaches.

...Some of the required change is procedural: academic institutions are overly bureaucratized and cumbersome, taking months to respond to changing external needs with new programs. Offices of Continuing Education are peripheral and often not taken seriously. Most colleges and universities are resistent to innovation, slow to use educational technology and unwilling

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to adapt to evolving opportunities.

... In short, colleges and universities are seen, on the whole, as providing inadequate preparation for the transition from theory to practice. As a result many businesses and industries feel that they must devote excessive time and money to preparing new employees to be effective in their jobs, and this in turn makes them more hesitant to turn to academic institutions for continuing professional education.

...Most of employer-sponsored instruction is, of course, oriented toward technical and other job-related cognitive skills. Usually it is narrowly defined, specifically relevant to a particular task or an immediate set of circumstances. This is quite consistent with the strong corporate orientation toward short term profitability. One can, however, question whether it is cost-effective in the long run. If universities provide theoretical knowledge without adequate applied competence, the corporate focus may be too much on specific, short-lived skills without enough longer lasting understanding.

...A narrow definition of job-specificity, training which is only in response to an immediate task assessment to the job specifications of the moment..ignores the rapidity of change just as much as is often done in the academic ivory tower. It looks only at immediate needs and does not plan ahead for how these are likely to evolve in the near future. Furthermore, excessive insistence on narrow specificity is to deny the role of human capital; it reduces the individual to the rat in the maze, trained to react in specific ways to predetermined circumstances, without allowance or even recognition of the inevitability of the unexpected--and without optimizing the human capability to improvise and innovate.

...It seems to me that the central issue here is whether corporations view human resource development as an inevitable operational cost rather like janitorial services and running a motor pool, or whether it is considered a real investment.

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ERNEST A. LYNTON

Ernest A. Lynton is Commonwealth Professor of the University of Massachusetts and Senior Associate of its Center for Studies of Policy and the Public Interest. For many years he was engaged in research in experimental low temperature physics as a faculty member at Rutgers University. From this he moved into academic administration in response to the opportunity of creating a new college at Rutgers. He served for eight years as the founding dean of Livingston College, and then came to the University of Massachusetts as the Senior Vice President for Academic Affairs of the system, a position from which he resigned a year ago.

Dr. Lynton is currently Vice Chairman of the Executive Committee of the Urban Division of the National Association of State Universities and Land Grant Colleges.

His current work on the role of academic institutions in corporate education is supported by the Ford Foundation and is part of a broader study of changes needed to make higher education more responsive to societal needs.

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EXCERPTS FROM

THE HRD MANAGER'S OUTLOOK ON WORK FORCE DEVELOPMENT IN THE 1980'S

CARNIE IVES LINCOLN
PRESIDENT
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FOR

Education-Work Relations for the 80's
An Invitational Forum for Senior Professionals

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I want to cover four areas with you this morning.

Who we are, To whom do we report and what are we expected to do?

...In any organization of medium to large size, there are people who have been assigned the responsibility of human resource development. Sometimes that assignment is limited to helping people learn the jobs for which they have been hired to do. Other times that assignment is so broad as to make defining it impossible.

For example, the job might include:

a) Technical/skills training
b) Supervisory/Management/Executive development
c) Sales training
d) Life/career planning
e) Human relations training
f) Organization development
g) Intercultural training
h) Manpower planning
i) Forecasting and/or
j) EEO/Affirmative Action

Our average age is forty-one. We came into human resource development from a wide variety of backgrounds. Together with our subordinates, we are extremely well educated. Eighty-five percent of us have college degrees. Fifty percent have education beyond the bachelor's degree. Fifteen percent have at least one doctorate.

...We view human resource development as a profession - one which grew up in organizations before it was discovered by academia.

...The size of our staff varies greatly. The ratio of HRD people to total staff in an organization can range from 1 per 100 employees to 1 per 10,000 employees.

...We generally report to senior management within our organization, sometimes directly to the CEO depending on the size and complexity of our organization's structure.

...We have learned how to evaluate the results of our programs, although there are still many organizations for whom we work that don't ask us to do that.

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We are also expected to look into the future and tell our employers what the HRD needs will be five to ten years into the future. And we must give them a plan that will enable us to meet those needs as well.

Work Force/ Work Place Problems for the 80s

Some of these you have already heard about from my two precedessors this morning, but I believe they bear repeating.

a) Decline of Growth Rate/Aging of Work Force
b) More Women
c) More Minorities
d) Functional Illiterates/Low-skilled Worker
e) Knowledge workers: There will be a significant increase in the educational level of the labor force and this will contribute to the rise of the "knowledge workers."

These people who will be very different from the workers of the 60s and 70s will require substantially different approaches in terms of human resource management.

Major Changes in the Work Place

...The major changes will be in the area of communication - the integration of computer and communications technology. This will give rise not only to new concepts of work, who does it, when and where it is done, but under what terms and conditions as well.

...Organizations are going to have to devote considerable resources in the coming years to handle:

- o skills and knowledge obsolescence which grow out of technological change;
- o the state of the art, as we find ingenious ways to use technology.
- o managers who are going to become obsolete as quickly as the skilled workers, because the manager's job will change as often and to a more complex degree;

How Should We Collaborate

...Education is not a product not is it a service. Rather it is a process that enables the student to do something differently as a result of it. It seems to me we would do well to get together and agree on long range manpower and education

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policy. The government needs to get that information from sources that are reliable and credible.

We must give each other consistent regular feed back on how we are doing and what to expect.

...Students coming through and out of the traditional educational system are equipped with unacceptable oral and written communication skills. Remedial training requires that the consumer of our products pay twice - once through the taxes they pay as the student goes through public school- and again when we factor the cost of remedial training into the price of the products.

...you were exposed first to the changing values that employees are now bringing into the workplace. You had a lot of experience with these people as they came through school and we should have a forum in which we could have heard from you. We might have been better prepared to deal with them.

...At the local level we must look at the whole labor force to find ways to improve both productivity and the quality of our work force today. I want to stress that the issue of work force quality encompasses the entire work force, not just entry level or the unemployed, important as they are.

...In closing let me share just two more thoughts: Collaboration between us may mean less likelihood of Federal intervention, and I want to state clearly we do not need Federal intervention. At least we need some kind of incentives. At best we need fewer disincentives.

...Collaboration between us, in my mind, logically moves us toward a healthier economy. The end product of that collaboration will have to be a more efficient and effective way of using the resources that are already there.

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CARNIE IVES LINCOLN

Carnie Ives Lincoln is Assistant Secretary at Connecticut General Life Insurance Company, Hartford, Connecticut. Since 1963, she has been in training and development in various parts of the company's Individual Insurance Operations. Through 1981, her assignment will be as a part-time training consultant with emphasis on organization development management/supervisory training and career counseling. Her management/supervisory experience spans 25 years in Connecticut General, and she is currently an officer of the corporation.

She teaches at Post College, the University of Connecticut and various Connecticut community colleges. In addition, she regularly speaks to groups from the public and private sectors with emphasis on career development, neurolinguistic programming and management of training.

She is currently serving on LOMA Training and Management Development Committee, Connecticut Municiple Police Training Council and Greater Hartford Community College Advisory Committee for Displaced Homemakers.

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